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THE RELATIONSHIP BETWEEN CLASSROOM VERBAL BEHAVIOR OF STUDENT TEACHERS AND THE CLASSROOM VERBAL BEHAVIOR OF THEIR COOPERATING TEACHERS.

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TO TEST THE HYPOTHESIS THAT THE VERBAL BEHAVIOR OF STUDENT TEACHERS IN THE CLASSROOM DOES NOT CHANGE IN RELATION TO THE VERBAL BEHAVIOR OF THEIR COOPERATING TEACHER, A VERBAL-BEHAVIORAL MEASUREMENT OF 12 STUDENT TEACHERS AND 6 COOPERATING TEACHERS WAS UNDERTAKEN USING THE OBSERVATION SCHEDULE AND RECORD FORM 3D. ANALYSIS OF VARIANCE REVEALED THAT STUDENT TEACHER VERBAL BEHAVIOR CHANGED SIGNIFICANTLY DURING THE STUDENT TEACHING PERIOD, BECOMING MORE SUPPORTIVE, LESS REPEATING, AND LESS ACCEPTING (IN A ROUTINE MANNER) OF CHILDREN'S RESPONSES. WHILE FREQUNCY OF STUDENT-TEACHER RESPONSES DECREASED, FREQUENCY OF STUDENT-TEACHER INITIATED STATEMENTS INCREASED SIGNIFICANTLY. A CO-VARIANCE ANALYSIS WAS CONDUCTED USING THE COOPERATING TEACHERS' SCORES AS THE INDEPENDENT VARIABLE. A HIGH RELATIONSHIP WAS FOUND BETWEEN QUESTIONING-BEHAVIOR PATTERNS OF STUDENT TEACHERS AND THEIR COOPERATING TEACHERS IN CATEGORIES OF COMPLEX PROBLEMS, SIMPLE PROBLEMS, PRE-FRAMED, AND AFFECTIVE-IMAGINATIVE PROBLEMS. SOME RELATIONSHIP WAS FOUND BETWEEN BOTH GROUPS IN SUPPORTING, APPROVING, ACCEPTING, REPEATING, REJECTING, AND CRITICIZING BEHAVIORS. THESE FINDINGS NEGATED THE HYPOTHESIS OF THE STUDY AND SUGGEST THAT FURTHER RESEARCH IN VERBAL-BEHAVIORAL RELATIONSHIP BE UNDERTAKEN USING OBSERVER TEAMS AND A VARIETY OF INSTRUMENTS, SETTINGS AND SAMPLES. PAPER READ AT THE ANNUAL CONVOCATION ON EDUCATIONAL RESEARCH (6TH, OCTOBER 19, 1965). (ADAPTED FROM AUTHOR'S SUMMARY.)

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THE RELATIONSHIP BETWEEN THE CLASSROOM VERBAL BEHAVIOR OF STUDENT TEACHERS AND THE CLASSROOM VERBAL BEHAVIOR OF THEIR COOPERATING TEACHERS

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The purpose of this study was to ascertain whether a relationship existed between the verbal behavior of student teachers and their cooperating teachers. It was considered important to discover whether student teachers tend to approximate the verbal behavior of their cooperating teachers, since such approximation would have implications for the preparation of teachers.

To test the hypothesis that the pattern of verbal behavior of student teachers in the classroom does not change in relation to the pattern of verbal behavior of their cooperating teacher, a verbal-behavioral measurement of cooperating teachers and student teachers was undertaken using the instrument Observation Schedule and Record Form 3d developed by Donald M. Medley and Harold E. Mitzel. After high observer-agreement had been established, one trained observer recorded the frequency with which specific verbal behaviors occurred during classroom lessons.

The setting was the Hunter College Elementary School in New York City. Six classes participated, 2 on each of grade levels three, four, and five.

The sample consisted of 6 experienced cooperating teachers, 5 females and 1 male, and 12 Hunter College female student teachers, randomly assigned to classrooms in pairs. The student teachers had been pre-selected and assigned to the Hunter College Elementary School prior to the initiation of the study. All student teachers were born in New York City or its environs, and had an above-average academic index.

The verbal behavior of each subject was measured during the teaching of classroom lessons before unrestricted association between student teachers and their cooperating teachers was permitted. Four measurements were secured for each cooperating teacher in one-half hour sessions during a period of 2 weeks. Student teachers were observed for 2 one-half hour sessions on their first 2 days in the assigned class while the cooperating teachers absented themselves. Then, student teachers and their cooperating teachers worked together for a period of 3 weeks. Toward the end of this period, student teachers' verbal-behavioral profiles were again secured during 2 one-half hour sessions.

Subsequently, each pair of student teachers crossed over to the second class on the same grade where the procedure for securing pre and past verbal-behavioral profiles was repeated in a second 2-week period.

After the second period, the verbal behavior of each pair of student teachers was measured in a "test" situation in a new class of a different grade level to secure a final verbal-behavioral profile.

A three-part data analysis was undertaken using analysis of variance, co-variance, and correlation.

Analysis of variance procedures revealed that the verbal behavior of student teachers changed significantly during the student teaching period. Student teachers became more supportive, less repeating, and less accepting (accepting in a routine manner) of children's responses. While the frequency of student-teacher responses decreased, the frequency of student-teacher initiated statements increased significantly.

A correlation study of the profiles of student teachers and their cooperating teachers revealed a high relationship in verbal behavior.

For the purpose of verification, a co-variance analysis was conducted using the cooperating teachers' scores as the independent variable. A high relationship was found between the questioning-behavior patterns of student teachers and their cooperating teachers in categories of complex problems, simple problems, pre-framed, and affective-imaginative problems. Some relationship was found between student teachers and their cooperating teachers in supporting, approving, accepting, repeating, rejecting, and criticizing verbal behavior. Additionally, relationship was found in procedural-directive, encouraging, informative, clarifying-summarizing, mildly reproving, and strongly-reproving behavior.

These findings negated the hypothesis of the study and suggest that further research in verbal-behavioral relationship be undertaken using observer teams and a variety of instruments, settings and samples.